



“Rigorous Academics, Excellence in the Visual & Performing Arts”

HIGH SCHOOL

COURSE REGISTRATION BOOK

2019 - 2020

2019-2020

ARTS CONCENTRATIONS AT DURHAM SCHOOL OF THE ARTS

ARTS: Music		ARTS: Theatre Arts	ARTS: Dance	ARTS: Visual Arts	ARTS: Digital Arts	ARTS: Writing
Instrumental Music (4 Distinct Areas)	Choral Music	Theatre	Dance	2D and 3D	Digital Arts	Writing
<p>Band</p> <p>Beginning Band</p> <p>Concert Band</p> <p>*Symphonic Band ** Hn Symphonic Band</p> <p>**Hn Wind Ensemble</p> <p>Jazz Stage Band **Hn Jazz Artistry Workshop</p> <hr/> <p>AP Music Theory</p> <hr/> <p>Guitar</p> <p>Intro to Guitar Guitar Fundamentals Guitar Styles *Guitar Ensemble *Advanced Guitar **Hn Advanced Guitar</p> <hr/> <p>Orchestra</p> <p>String Fundamentals I & II String Technique String Ensemble *String Philharmonic *String Orchestra **Hn String Orchestra **Hn Chamber Orchestra</p>	<p>Concert Chorus</p> <p>*Treble Ensemble</p> <p>* Bass Ensemble</p> <p>** Honors Cantabile Ensemble</p> <p>**Honors Chamber Ensemble</p> <hr/> <p>Piano</p> <p>Piano Lab 1</p> <p>Piano Lab 2</p> <p>Piano Lab 3</p> <p>**Honors Piano Lab 4</p> <p>**Honors Piano Lab 5</p> <p>**Honors Piano Lab 6</p>	<p>Theatre Fundamentals</p> <p>Theatre Ensemble</p> <p>*Theatre Lab</p> <p>*Theatre Studio</p> <p>**Honors Theatre Studio</p> <hr/> <p>Tech Theatre</p> <p>Theatre Fundamentals</p> <p>Intro to Tech Theatre I</p> <p>*Advanced Technical Theatre</p> <p>Theatrical Design & Production I</p>	<p>Modern Dance Fundamentals</p> <p>Advanced Modern Dance Fundamentals</p> <p>*Modern Dance Ensemble</p> <p>*Dance Collective ** Honors Dance Collective</p> <p>** Honors Dance Company</p>	<p>Art Fundamentals</p> <p>Media and Design</p> <p>Beginning 2D Beginning 3D</p> <p>*Intermediate 2D *Intermediate 3D</p> <p>**Hn Advanced 2D **Hn Advanced 3D</p> <p>* Hn Portfolio Development</p> <p>*AP 2D Studio *AP 3D Drawing *AP 3D Studio</p> <hr/> <p>Visual Arts Survey</p> <p>AP Art History</p> <hr/> <p>Photography</p> <p>Art Fundamentals</p> <p>Media and Design</p> <p>Photography I *Photography II **Hn Photography III</p> <p>*AP Photography IV</p>	<p>Digital Media</p> <p>Adobe Visual Design</p> <p>*Advanced Digital Media</p> <p>* Adobe Video Design</p> <p>*Adobe Digital Design</p> <p>CTE Advanced Study</p> <hr/> <p>Film</p> <p>Digital Media *Advanced Digital Media OR Adobe Visual Design *Adobe Video Design</p> <p>Film I **Film II Hn</p> <hr/> <p>Game Design</p> <p>Digital Design & Animation</p> <p>Digital Design & Animation II</p> <p>* **Game Art & Design Hn</p> <p>*Advanced Game Design</p> <p>CTE Advanced Study or Digital Media</p>	<p>Creative Writing I</p> <p>Creative Writing II</p> <p>** Hn Creative Writing III</p> <p>** Hn Creative Writing IV</p> <hr/> <p>Newspaper Journalism</p> <p>** Newspaper Journalism Hn</p> <hr/> <p>Yearbook (not part of the writing pathway)</p> <hr/> <p>Yearbook Journalism</p> <p>** Yearbook Journalism Hn</p>

Students must take at least one arts course each year and must successfully complete at least one Arts Concentration: four credits in a single area, with at least one course at the “completer” level, indicated above by an asterisk (*). Honors level courses are indicated above by a double asterisk (**).

Course Titles may change slightly from the lists given above.

NORTH CAROLINA Future Ready Core HIGH SCHOOL

GRADUATION REQUIREMENTS

NC Future-Ready Core Course and Credit Requirements Checklist for Graduation DURHAM SCHOOL OF THE ARTS For Ninth Graders Entering in 2014-2015 or Later

ENGLISH -4 Credits Required English II EOC	1 Credit _____ completed	1 Credit _____ completed	1 Credit _____ completed	1 Credit _____ completed
MATHEMATICS -4 Credits Required Math I EOC Math 3 EOC	Mathematics I _____ completed	Mathematics II _____ completed	Mathematics III _____ completed	Advanced Math AFM, PC or DM _____ completed
SCIENCE- 3 Credits Minimum Biology EOC	Earth/Environmental Science or Biology _____ completed	Biology or Earth/Environmenta l Science or Chemistry or Physics _____ completed	Chemistry or Physics or Physical Science _____ completed	
SOCIAL STUDIES-4 Credits Minimum	World History _____ completed	* US History I _____ completed	* US History II _____ completed	Civics and Economics _____ completed
HEALTH AND PHYSICAL EDUCATION-1 Credit Minimum	1 credit _____ completed			
<u>ART CONCENTRATIONS</u> 4 Credits Required (one credit each year, eventually reaching a completer course) <i>Writing</i> <i>Commercial and Artistic Technologies</i> <i>Performing Arts</i> <i>Visual Arts</i>	1 credit _____ completed	1 credit _____ completed	1 credit _____ completed	1 credit _____ completed
ELECTIVES-				
TOTAL: 24 Credits Required at DSA				

Note: *NC Honor Scholars*—must have at least one Commercial and Artistic Technologies/enhancement course and one performing or visual art course.

* If a 10th grader is recommended and passes AP US History it will fulfill the US History I and II requirement. The student will then need to take another History elective course to fulfill the 4th Social Studies credit necessary for graduation.

DURHAM SCHOOL OF THE ARTS HIGH SCHOOL REGISTRATION BOOKLET 2016-2017

This booklet includes a list of high school academic courses, descriptions of DSA studio courses, and the course numbers to be placed on the registration form. Based on the information you give us, your prior grades, test scores, and teacher recommendations, we will make every effort to give you the schedule of your choice.

High school students should use this Registration Booklet, the DPS High School Program of Studies, and their four-year plans to choose courses for the upcoming school year. In making your selections, consider how you will meet graduation requirements in the course of study you selected, develop career or college entrance credentials, and advance in your chosen arts pathway.

High School Credits and Requirements for Graduation

The charts at the beginning of this booklet will help you organize your thoughts before selecting your courses.

College entrance requirements generally exceed high school graduation requirements. Many colleges prefer 4 units of math, science, and social studies as well as 2 or more years of a world language. Technical colleges, junior colleges, art schools, and conservatories may have different requirements. **Work with your teachers and school counselors to ensure you are taking the appropriate classes.**

English	Mathematics	Science	Social Studies
Eng I – <i>10212X0Y</i>	Math I – <i>21092X0Y</i>	Earth/Environmental – <i>35012X0Y</i>	World History – <i>43032X0Y</i>
Hon Eng I – <i>10215X0Y</i>	Hon Math I - <i>21095X0</i>	Hon Earth/Env – <i>35015X0Y</i>	Hon World History – <i>43035X0Y</i>
Eng II – <i>10222X0Y</i>	Math II – <i>22012X0Y</i>	Biology - <i>33202X0Y</i>	American History I - <i>43042X0Y</i>
Hon Eng II – <i>10225X0Y</i>	Hon Math II – <i>22015X0Y</i>	Hon Biology – <i>33205X0Y</i>	Hon American History I – <i>43045X0Y</i>
Eng III – <i>10232X0Y</i>	Math III – <i>23012X0Y</i>	Physical Science – <i>34102X0Y</i>	American History II - <i>43052X0</i>
Hon Eng III – <i>10235X0Y</i>	Hon Math III – <i>23015X0Y</i>	Chemistry - <i>34202X0Y</i>	Hon American History II - <i>43055X0</i>
AP Eng III – <i>1A007X0Y</i> *English Language & Comp	<i>*Advanced Functions and Modeling 24002X0Y</i>	Hon Chemistry - <i>34205X0Y</i>	Civics and Economics – <i>42092X0Y</i>
Eng IV – <i>10242X0Y</i>	<i>*Hon Pre-Calculus – 24035X0Y</i>	Physics - <i>34302X0Y</i>	Hon Civics and Economics – <i>42095X0Y</i>
Hon Eng IV – <i>10245X0Y</i>	<i>*Hon Discrete Math - 24015X0Y</i>	Hon Physics - <i>34305X0Y</i>	AP US History – <i>4A077X0Y</i>
AP Eng IV – <i>1A017X0Y</i> *English Literature & Comp	AP Calculus AB – <i>2A007X0Y</i>	AP Chemistry – <i>3A017X0Y</i>	Honors Multicultural Studies – <i>48005X0Y</i>
	AP Statistics - <i>2A037X0Y</i>	AP Biology - <i>3A007X0Y</i>	AP Psychology – <i>4A057X0Y</i>
		AP Physics C: Mechanics <i>3A047X0Y</i>	AP European Hist – <i>4A017X0Y</i>
		AP Environmental Science – <i>3A027X0Y</i>	AP World History – <i>4A087X0Y</i> Freshman Only with qualifying assignment
		Science Local Elective Hon – <i>30205X0Y</i>	
Visual & Performing Arts Classes (classes listed on page 2)	World Languages (classes listed on page 27)	Career & Technical Education (classes listed on pages 24-25)	Healthful Living/Physical Ed Health/ P E (classes listed on page 28)
Writing Pathways (classes listed on page 26)			

* At least one of these math courses must be completed in order to be eligible for a NC public university.

Math Notes:

8th grade students in Math 8 should have an average of 90 or above to advance to **Math I Honors**

7th grade students in Math I for High School Credit should have an average of 90 or higher to advance to **Math 2 for High School Credit; otherwise repeat Math I.**

8th grade students in Math 1 for High School Credit should have an average of **80 or higher** to advance to **Math 2 Honors, or an average of 75 or higher with teacher recommendation to advance to Math 2 standard level; otherwise repeat Math 1** in 9th grade.

Middle School students in Math 2 should have an average of 90 to advance to **Math 3; otherwise repeat Math 2 the following year.**

Middle School students in Math 3 for High School credit should have an average of 80 or higher to advance to fourth level math; otherwise repeat **Math 3** in 9th grade.

Teacher recommendations are required for honors and advanced placement level mathematics. For Honors Math 2, Honors Math 3, Discrete Math, Pre-Calculus, AP Calculus or AP Statistics: Students who object to the teacher recommendation must take and pass an override assessment to place into the course.

Pre-Calculus is designed for students planning to major in math or a math-related field. It is a prerequisite for both AP Calculus and AP Statistics. Honors Discrete Math prepares students for college level math courses and/or a major in one of the social sciences. Students may take both honors Pre-Calculus and honors Discrete Math. **Advanced Functions and Modeling (AFM)** is a non-honors 4th year math course that will help to solidify algebraic concepts while applying mathematical knowledge to real world situations.

High School Science Sequence and Pre/Co-requisites (Last revised August 2018)

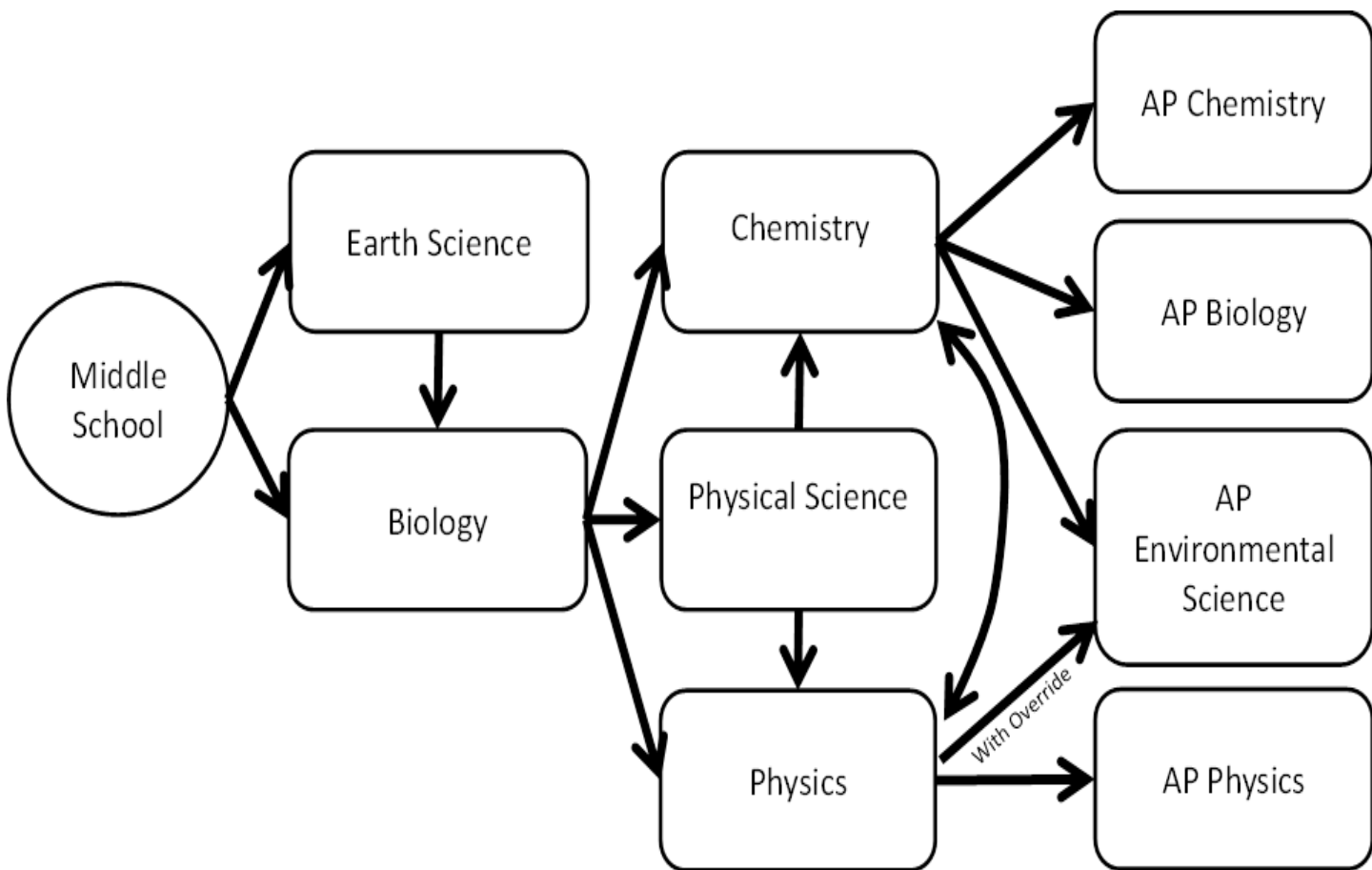
1. In order to meet graduation requirements, your student **must** take a:
 - o **Life Science:** Standard Biology or Honors Biology
 - o **Earth/Environmental Science:** Standard Earth Science or Honors Earth Science or AP Environmental Science
 - o **Physical Science:** Physical Science, Chemistry, or Physics
2. In order to compete for college admissions, the science department recommends four years of science.
3. All science courses have science pre- or co-requisites*. These are listed below.
4. A flowchart of courses is on the back of this page.
5. **Students may ONLY take two sciences in the same year if one or more is an AP science course.**

Course	Science Pre-Requirement	Other Pre-Requirement
Earth Science	8 th grade Science	None
Honors Earth Science	B in 8 th grade Science B in 8 th grade Math	None
Biology	Pass Earth Science	None
Honors Biology	9 th grade: A in 8 th grade Science 10 th grade: A in Earth Science	9 th grade: A in 8 th grade Language Arts and A or B in NC Math 1 10 th grade: A or B in NC Math 1
Physical Science	None	None
Chemistry	Pass Biology	Pass Math 2
Honors Chemistry	A or B in Honors Biology OR A in Standard Biology	A or B in Honors NC Math 2 OR Co-requisite: Honors NC Math 3
Physics	Pass Biology	Pass Math 2
Honors Physics	A or B in Honors Biology OR A in Standard Biology	A or B in Honors NC Math 2 OR Co-requisite: Honors NC Math 3
AP Environmental Science	10 th Grade: A or B in Honors Bio AND Honors Chemistry (co-requisite)* 11 th /12 th : A or B in Standard or Honors Chemistry (pre-requisite)	A or B in Honors NC Math 2 OR Co-requisite: Honors NC Math 3
AP Biology	A or B in Honors Biology AND A or B in Honors Chemistry	A or B in Honors NC Math 3
AP Chemistry	A or B in Honors Chemistry	A or B in Honors NC Math 3
AP Physics	A or B in Honors Physics	Co-requisite: AP Calculus

Note: Any co-requisite can be fulfilled as a pre-requisite.

*To co-enroll in Honors Chemistry and AP Environmental Science, students should meet the above requirements and have at least an 86% in their English course at the time of recommendation.

→Please note the pre-requisite criteria from above.



In classes **where Honors and Standard students are mixed**, students may switch levels:

- Students may move UP to Honors through the first quarter
 - In order to move up, students must have an overall "A" average after the second unit test and have no more than 3 missing assignments.
- Students may move DOWN to Standard through the first semester.

Further, if an Honors student in a class **where Honors and Standard students are mixed** has an average below a C- (below a 70%) at the end of the first quarter, that student must switch to Standard at the end of the first quarter. After the deadlines listed above, for all students in classes **where Honors and Standard students are mixed**, all students in those classes are "locked in" to their level, no matter what happens with their grades.

Honors Eligibility

Criteria to be recommended for Honors for the next school year

Department	Eligibility Criteria
English	<ul style="list-style-type: none"> • Current Standard level students: Students with a consistent A average and student or parent interest in Honors will be recommended for Honors. Otherwise, the students are recommended for Standard. • Current Honors level students: Students with a consistent A or B average will be recommended for Honors.
History	<ul style="list-style-type: none"> • Honors World History: A in 8th Grade SS & Teacher Rec • Honors American History I: A or B in Honors World History / A in Standard World History • Honors American History II: A or B in Honors American I/ A in Standard American I • Honors Civics and Economics: A or B in Honors American II/ A in Standard American II.
Math	<ul style="list-style-type: none"> • NC Math I Honors: A in Math 8 • NC Math II Honors: A in Math I Standard or B in Math I Honors • NC Math III Honors: 85+in NC Math II Honors or A in NC Math II Standard • Note: Requirements are different for middle school students enrolled in high school math courses.
Science	<ul style="list-style-type: none"> • Honors Earth Science: B in 8th grade Science + B in 8th grade Math • Honors Biology: <ul style="list-style-type: none"> ○ Rising 9th grade: A in 8th grade Science + A in 8th grade Language Arts and A or B in NCM1 ○ Rising 10th grade: A in Earth science + A or B in NCM1 • Honors Chemistry: A or B in Honors Biology OR A in Standard Biology + A or B in Honors NCM2 • Honors Physics: A or B in Honors Biology + A or B in Honors NCM2

Criteria to move to Honors once in the next school year by the end of the first quarter

Department	Eligibility Criteria
English	Teacher Recommendation
History	<ul style="list-style-type: none"> • Student Request • Consistent attempts at Honors level work • Demonstrated ability to be successful at Honors level • Parent written request upon teacher approval to teacher and counselor
Math	Students may not move up to Honors once the school year has begun.
Science	<ul style="list-style-type: none"> • Student may move up to Honors through the first quarter • Students must have an overall "A" average after the second unit test and have no more than 3 missing assignments

Grade Point Average (GPA) information

The start of the 9th grade year is the start of a child’s permanent academic record. Every class taken during a student’s high school career will appear on the student’s transcript and will be included in their cumulative grade point average. Grade points are earned as follows:

- 90-100 = 4.0
- 80-89 = 3.0
- 70-79 = 2.0
- 60-69 = 1.0
- < 59 = 0.0

Honors /AP courses and quality points:

Honors courses = .5 additional quality point

AP courses = 1.0 additional quality points

The additional quality points allows for a cumulative “weighted” grade point average to be greater than a 4.0. These weighted GPA’s determine class rank.

National Honor Society:

If you are interested in National Honor Society, students demonstrate excellence in character, community and school service, leadership, and a minimum of a 3.5 cumulative un-weighted GPA. This means, regardless of the level of courses taken, a student must have an overall average of at least a 90.

Arts Distinction and Honors Arts Diploma Information

High school students may earn arts or honors arts diploma distinctions based on a point system. During 9th-12th grades, students must earn 65 points for an Arts Distinction and 100 points for an Honors Arts Distinction. The number of courses, difficulty of the courses, and the student’s grade in each course will determine the total number of points earned. The chart below explains the point system based on the final course grade. Please note that senior year these are calculated using 1st semester grades.

Type of course	Points per year for an “A”	Points per year for a “B”
Beginning courses (beg)	10 points	6 points
Intermediate courses (int)	16 points	9 points
Proficient courses (prof)	24 points	14 points
Advanced courses (adv) - auditioned	30 points	16 points

Eligibility for NC Academic Scholars Program: Students must have an un-weighted GPA \geq 3.5, complete all University requirements, complete one CTE class, and complete at least two second-level (or higher) elective classes.

Credit by Demonstrated Mastery (CDM) provides the opportunity for DSA students to personalize and accelerate their learning by earning course credit through a demonstration of course material mastery without the requirement of specific seat time. Students are required to complete a two-phase process in order to demonstrate command of course material at a level that demonstrates a deep understanding of the content standards and the ability to apply his or her knowledge of the material.

The process for CDM includes an online application, Phase I assessment, and Phase II artifact and/or performance assessment. Students will be required to demonstrate mastery at a superior level (90% or higher) at both phases.

Access to the CDM process is open to all NC public school students for courses in grades 9-12 and high school courses offered in grades 6-8, except for the following:

- English Language Learner (ELL) courses
- Healthful Living required courses
- AP/IB courses and/or Advanced Studies

DURHAM SCHOOL OF THE ARTS REGULAR AND HONORS GENERAL RUBRIC

Where instruction is enhanced, DSA supports combining honors and regular students in the same class. Students participate together in project-based learning and seminars, but apply their knowledge in different ways through homework, research papers, individual assignments, and tests. Generally, honors work extends and expands the Standard Course of Study. Honors students receive half an additional quality point for their grade to reflect the increased rigor. Teachers will provide students with detailed rubrics to address course content about regular vs. honors as well as specific assignments.

Advanced Placement Courses

Advanced placement courses are taught at a college level and require excellent organizational skills, strong study habits, the ability to work independently and cooperatively, and a high level of interest and commitment. Students can expect to spend substantial time outside class preparing assignments, reading, and writing papers. Many courses have summer assignments to prepare students for the challenge of their AP course(s). Completion of these assignments is **required** to enroll in August. Students may receive college credit by taking the AP test in May, provided they earn a score deemed high enough to be acceptable to the college/university of choice. AP courses will cover topics included on the AP tests; practice exams will be offered. To enroll in AP Courses, students shall have met the pre-requisites, obtained a teacher recommendation, considered the independence and commitment level required for both success and management of time and activities/obligations, and completed a contract (see "Forms" section of booklet) which acknowledges they will stay in the course the entire year and will take the AP exam in May.

Students will not be permitted to drop advanced placement courses. We recommend you choose AP courses with care, taking into consideration your teacher's recommendation, your commitment to the course, your enjoyment of the subject matter, and your willingness to put in the necessary hours.

Students in 11th and 12th grades in advance placement courses will receive 2 additional quality points on their weighted GPA. Students in 9th and 10th grade in advance placement courses will receive 1 additional quality point on their weighted GPA. Students will receive the additional quality point(s) provided they have a passing grade and take the advanced placement test given by the College Board at the end of the year.

11- AP English III (AP Language and Composition): This course emphasizes the rhetorical structures of effective nonfiction writing. There will be some study of American Literature and its relationship to the historical and cultural trends of American society; however, short nonfiction analysis and writing are the backbone to the syllabus. There will be a summer assignment due the first day of school. To be considered for AP Language and Composition (AP English III), a student must have an average of 90% or higher. Students with an average of 85% to 89% may also be allowed to take AP Language and Composition with written approval during the registration process from the student's English II teacher.

10/11- AP United States History: This course is equivalent to a two semester college survey course in United States history. It satisfies the US history part 1 and part 2 requirement in one year. Students should expect to spend considerable time outside of class reading from both an AP approved text and from numerous primary sources. This course will require students to develop analytical and interpretive skills. In class and out of class writing assignments are also emphasized. There will be a summer assignment. Pre-requisite for rising sophomores: A in Honors World History and a writing sample, C in AP World History. Pre-requisite for rising juniors: B in American History I.

11/12- AP Calculus: This course emphasizes a multi-representational approach to calculus, with concepts, results, and problems expressed geometrically, numerically, analytically, and verbally. Topics include: functions, limits, derivatives and their applications, techniques of integration, the definite integral, and applications of the integral.

11/12- AP Statistics: This course emphasizes the major concepts and tools for collecting, analyzing, and drawing conclusions from data; planning and conducting surveys and experiments, producing models using probability and simulations, and statistical inference.

12- AP English IV (Literature and Composition): This course emphasizes critical reading and analysis of imaginative literature and writing analytical essays about the literature. The focus will be on drama novels and poetry from the 16th-21st century. short stories, drama, novels and poetry.

11/12- AP Psychology: This course studies the behavior and mental processes of human beings and other animals. Students explore psychological facts, principles, and phenomena of the major sub fields and the methods psychologists use in their science and practice. Pre-requisite for rising juniors: C in AP US History, B- in Honors American History II or a A in Standard American History II.

11/12- AP European History: The study of European history since 1450 introduces students to the cultural, political, and social developments that played a fundamental role in shaping the world in which they live. This permits a context for the understanding of the development of contemporary institutions, societies and politics. This class also deals with the evolution of current forms of artistic expression and intellectual discourse. Pre-requisite: B in Honors American History II and/or a passing grade in AP US History.

11/12- AP Chemistry: This course is an in-depth, second course in chemistry that covers material that is taught during two semesters of college general chemistry. It is highly suggested that students who wish to take this course do so directly following Honors Chemistry. The curriculum will include Atomic Structure, Oxidation/Reduction, Stoichiometry, Thermodynamics, Spectroscopy, Bonding, Fluid Properties, Solutions, Kinetics, Equilibrium, Acids and Bases, Thermodynamics, Electrochemistry, and Organic Chemistry. Students will be required to develop advanced analytical thinking and laboratory skills through college-level laboratory activities and data analysis. The pace of this class is fast with roughly 25 percent of the time devoted to labs, 25 percent to lecture, and 50 percent to in-class problem solving and exercises. Students should expect to devote 1-2 hours per night to homework, lab write-ups, independent review and class preparation. There will be a summer assignment that must be completed in order to enroll in the course.

11/12- AP Biology: The revised (as of 2012) AP Biology curriculum shifts from traditional “content coverage” instruction to one that focuses on enduring, conceptual understandings. Students will spend less time on factual recall and more time on inquiry-based learning and reasoning skills. This is the equivalent of a two-semester college course. This course has a molecular focus and does *not* extensively cover organismal biology (plants, animals, human body). Topics include: Energy and Enzymes, Cells, Genetics, Protein Synthesis, Evolution, and Biotechnological Applications. Expect a lot of writing, independent study, mathematical analysis, experimental design, and a fast pace in this college level class (approximately 30-60 minutes of homework per night).

12-Science Local Elective Honors: This independent study opportunity, co-sponsored by Duke Molecular Physiology Institute, provides students with a unique laboratory-based research experience and the opportunity to earn honors-level credit. Along with bi-monthly blog posts, students are required to complete a thorough review of scientific literature, write a dissertation based on their experience, and present their research at the end of the academic year. This course requires an off-campus laboratory time commitment *every* day and is intended for motivated and conscientious students seeking a career in science. Eligible students should have successfully completed AP Biology or (per the instructor’s discretion) AP Chemistry. Interested students should contact Ms. Brooke Sauer.

11/12- AP Physics C: Mechanics: This course takes a rigorous and in-depth look in to mechanics using the language of calculus to better understand the complexity of physics principles. Equivalent to an introductory college physics course, AP Physics C: Mechanics will require a lot of student responsibility and individual work. Students enrolled in the course should have already passed Physics and AP Calculus (alternatively, students may be currently enrolled in AP Calculus). There is a College Board AP test associated with this class that all students are expected to take in the spring.

10-12- AP Environmental Science: This reading and writing intensive course provides students with a dynamic framework for analyzing the natural world and constructing solutions to complex environmental issues. The class is geared for 10th, 11th and 12th graders who have the study skills and commitment to succeed in college-level coursework. Honors Biology is the prerequisite needed for this course. Honors Chemistry is necessary as a prerequisite or a co-requisite. Honors Physics may fill the Honors Chemistry requirement provided the student passes an override assessment. Students are expected to complete textbook readings at home, while in-class time is reserved for inquiry activities, labs, guest speakers, and group learning. Please note the APES exam does not permit the use of calculators; students should be comfortable with algebra, graphing, and long-hand calculations.

11/12- AP Spanish V and VI: These courses will be conducted entirely in Spanish. Students will work to expand their vocabulary; deepen their knowledge of grammar; read fiction, history, poetry, and articles; write diaries, essays, and stories; talk extemporaneously on a variety of topics; and listen to tapes, songs, and videos to sharpen comprehension. All these are based on the 6 themes and 15 essential questions from the College Board curriculum. Level V focuses on language and culture, level VI on literature.

11/12- AP French V: This course is conducted entirely in French. The topics follow the six main Themes of knowledge and 15 topic questions of the College Board curriculum. It requires a high level of control in reading, writing, speaking and listening comprehension as we follow current events. An in depth cultural knowledge of both the United States and French speaking countries will be useful and further developed.

11/12- AP Music Theory: Develop musical skills and knowledge leading to a thorough understanding of music theory and composition.

11/12-AP Art History: AP Art History offers a chronological survey of Western art from the dawn of civilization to the present time. Non-Western art will also be covered. The course gives emphasis on the unique position and role played by the artist and the work of art, its context, and the critic. Special attention is given to our interpretation of a work of art based upon its intended use, audience, and role in a particular society. As a survey course, the material is approached as an introduction to the discipline. Two goals of the course are to encourage the student to pursue further study in college as well as become versed in the visual language of art. Summer assignment is required. Students receive an elective social studies credit upon completion of the class. This is an intensive year-long course in which the student can receive college credit at participating universities. This is an intensive year-long course in which the student can receive college credit at participating universities.

12 – AP Studio Art: This course is not based on a written exam; instead, students submit portfolios for evaluation at the end of the school year. The AP Studio Art Program consist of three portfolios – 2-D Design, 3-D Design, and Drawing – corresponding to the most common college foundation courses.

*** Along with AP European History, students have the option to take the following course in order to fulfill their 4th social studies graduation requirement:**

9- AP World History - AP World History is designed to be the equivalent of a two-semester introductory college or university world history course. In AP World History students investigate significant events, individuals, developments, and processes in six historical periods from approximately 8000 B.C.E. to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. Pre-requisite: a 95% or above in 8th grade social studies and an assessment.

Honors Multicultural Studies is a social studies course that seeks to investigate the historical, sociological, economic, and political aspects of ethnicity, race, sex/sexuality, and gender in the United States. The class will also focus on understanding ethnic, race, sex and sexual, and gender identity. We will use various texts and other forms of media to explore and understand these different topics. This is a reading intensive course, and you will be assessed with quizzes, tests, essays, and projects. Throughout the course it may be necessary to purchase copies of class texts.

Course Pre-Requisite:

Must have a C or greater in US History II or have passed AP US History

Durham School of the Arts **Online Course Criteria**

NCVPS (North Carolina Virtual Public School) and Edmentum are the only approved online course portals for credit earning courses at DSA. The Durham School of the Arts has a limited allotment of class seats for online learning. Students must meet the following criteria to be enrolled in an online class at DSA:

- 1) Students with unresolvable schedule conflicts have priority in the scheduling of online courses. These decisions are made in July prior to the start of the next school year.
- 2) Students are not permitted to take classes online that are offered at DSA unless it resolves a schedule conflict.
- 3) DSA does not allow online classes during the summer. Online courses are a part of a student's regular school day so that the school can monitor progress.
- 4) Written requests for online classes are considered if the student has taken the full range of course options that DSA has to offer.
- 5) Juniors and Seniors are given priority in online course enrollment.

If you have questions about skipping a class level, see the Assistant Principal in charge of Advanced Academics about the possibility of earning a Credit by Demonstrated Mastery (CDM).

Online Academics:

Students must take online courses as an 8th class unless:

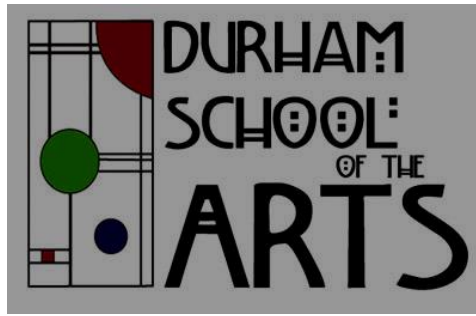
- The student has completed the highest course offerings DSA has to offer.
- The counselor enrolls you to resolve a schedule conflict (not upon request).
- The student requests a foreign language that is not offered at DSA and a proposal has been written by the student and approved by the Foreign Language Dept. and Mr. Hawks. This is done at the time of registration in March.
- DSA does not enroll students in online courses during the summer.

Career College Promise:

- Taken as an 8th class that does NOT interfere with DSA's 7 period day.
- Students may not take courses offered at DSA.
- Student has completed the highest course offerings DSA has to offer.

Arts Involvement/ Expectations – Memorandum of Understanding

As a magnet school of choice for the Durham Public Schools District, it is the expectation of the Durham School of the Arts that one of the primary reasons students choose to attend our school is for our magnet focus, namely the arts. We believe that all students have the desire and ability to learn, and we believe that all students have the capacity to create and to respond to the arts. The depth and breadth of our arts offerings are what make us unique. It is the expectation that every student at DSA will explore the arts with a willingness and openness, ultimately focusing on at least one arts pathway through which they will grow and progress. Every 8th grader participates in a placement assessment with several of our arts teachers. This serves as an opportunity for our students to reflect on their arts experiences and, with the support and advice of teachers, to set appropriate goals for themselves. The “Memorandum of Understanding” for students attending DSA reinforces our purpose and expectations as a school of choice for the arts.



Memorandum of Understanding

Expectations for the School

The Arts Program will support and foster a life-long appreciation for Arts that leads to success in rigorous academic secondary schooling and serves as excellent preparation for college. The Durham School of the Arts will provide students with exposure to a variety of curricula while supporting students academically.

Expectations for the Teacher

Teachers in grades 6-12 will participate in local, regional, and national training in order to effectively incorporate the philosophy, strategies and assessments of a professional learning community, and a multiple intelligence model of learning while addressing the standards, goals, and objectives of the North Carolina Standard Course of Study. Interdisciplinary planning, inquiry, independent research, and exposure to a holistic view of knowledge will further enhance the student’s educational experience.

Expectations for the Student/Family

Students of Durham School of the Arts are expected to demonstrate conscientious effort by regularly completing assignments and by participating constructively in lessons, activities, etc. Students must demonstrate a strong commitment to learning, be self-motivated, and have a desire to excel. Students should also be curious, independent thinkers, able writers and have an interest in Arts. Families must actively support each student’s participation in our Arts courses by encouraging students to attend performances.

Designated Arts Requirements

- Students entering Durham School of the Arts must express an interest in an artistic venue and be assigned to DSA by the district’s lottery process.
- Students at Durham School of the Arts must be willing to work on assigned projects, performances and classroom expectations in addition to regular homework and class work and must maintain adequate progress.
- All rising 9th graders must prepare for and attend an audition / presentation for placement in their high school arts pathway concentration.
- Students in grades 9-12 must choose at least one Arts pathway concentration, take at least one course in that pathway concentration each year of High School, and progress towards a complete course in at least one arts pathway concentration by their senior year in order to meet graduation requirements.

ACCOUNTABILITY: For any student who does not meet these expectations, it may take more than four years of enrollment in High School to graduate from Durham School of the Arts.

Special Note for All Students:

We will do everything we can to accommodate your chosen courses and electives. However, due to final budget approval and possible scheduling conflicts, we may need to modify or eliminate some courses we had hoped to be able to offer. Therefore, we may not be able to place you in all of your top choices so it is important to **prioritize your choices on your registration sheet**. If we are able to accommodate all of your classes, you will not be able to change/drop those classes. We will schedule a date(s) in early August for conflict resolutions—You may ask for changes only if: 1) you were placed in a course you have successfully completed 2) you gave alternatives and were placed in a different course. Staffing and funding decisions are based on your choices, so please **choose carefully and thoughtfully**. **Every student must take at least one arts course in their specified pathway concentration each year and complete at least one arts pathway concentration during your high school career.**

DURHAM SCHOOL OF THE ARTS STUDIO CLASS DESCRIPTIONS

DSA designs arts studios to accommodate more than one year of growth. Progression from level to level is determined by teacher recommendation and is based on demonstration of skills, readiness for more challenging curriculum, and ability to work independently. Most studio classes are multi-grade, allowing students to work together on the basis of shared interests and skills. Arts students at all levels will have opportunities to perform or exhibit their work.

VISUAL ART STUDIOS

*Visual Arts students should take both 2D and 3D courses as an integral part of their arts education. Arts courses emphasize a balance of craftsmanship, concept, and creativity. Assessment will consider participation, effort, and an evaluation of the student's work products and progress. Each course includes an art history component and will require students to write and to talk about their ideas articulately. **\$20 supplies fee required.***

Course Name	Level	Prerequisites	Grade	Course Description
Visual Arts Survey 54612X0YAS	Beg	None / There is a supply fee of \$20.00 for this class.	11-12	Using a variety of mediums including photography, digital design, drawing, sculpture and printmaking, students will explore art and art history in this course specifically designed for students who are not in a Visual Arts concentration.
Art Fundamentals 54612X0YAF	Beg	None / There is a supply fee of \$20.00 for this class.	9-12	In this introductory visual art class, students will use a variety of media such as pencil, pen, paint, clay, wire, wood while developing basic skills for succeeding in a visual arts concentration. These skills include: step-by-step project development, daily work habits, and understanding of visual arts terms. Visual Arts Concentration starter course.
Media and Design 54612X0YMD	Beg	Art Fundamentals (a grade of C or higher) / There is a supply fee of \$20.00 for this class.	9-12	Develop 2D and 3D design skills using a variety of media such as pencil, pen, paint, clay, wire, wood and digital photography. While primarily a hands-on course, there is an art history component that explores how artists have made works in other time periods.
Beginning 2D 54612X0YB2	Beg	Media and Design (a grade of C or higher) / There is a supply fee of \$20.00 for this class.	9-12	Develop skills in a variety of two-dimensional media, including drawing, painting, printmaking and mixed-media. Learn various processes and techniques which range from drawing from direct observation to imagination-based works. Students will begin to develop meaning in their work.
Beginning 3D 54612X0YB3	Beg	Media and Design (a grade of C or higher) / There is a supply fee of \$20.00 for this class.	9-12	Using clay and other 3D media, explore hand-building skills for sculptural expression and functional application.
Intermediate 2D 54622X0YI2	Int	Beginning 2D (a grade of C or higher) / There is a supply fee of \$20.00 for this class.	10-12	Using a variety of two-dimensional media, students will further explore concepts and processes with greater depth and independence and will be expected to select media and techniques appropriately. Students will view and discuss the works of various artists and apply those processes and ways of thinking to their artmaking to make work of personal and social relevance.

Intermediate 3D <i>54622X0YI3</i>	Int	Beginning 3D (a grade of C or higher) / There is a supply fee of \$20.00 for this class.	10-12	Learn to use a potter's wheel and refine hand-building techniques for functional and sculptural works. Also, incorporating other materials: wood, wire, found objects. Emphasis on concept development through sketching and model building.
Advanced 2D Honors <i>54635X0YA2</i>	Adv	Teacher recommendation and Int. 2D (a grade of C or higher) / There is a supply fee of \$20.00 for this class.	11-12	In Advanced 2D, students will refine technique as well as explore new and experimental approaches to drawing, painting, printmaking and mixed-media. Working individually and in collaboration, students will research contemporary artists and methods to make personally and socially relevant work in a Big Ideas framework. An emphasis will be placed on process and inquiry. Students at this level will be expected to establish the work habits of independent, professional artists to make portfolio-quality work.
Advanced 3D Honors <i>54635X0YA3</i>	Adv	Teacher recommendation and Int. 3D (a grade of C or higher) / There is a supply fee of \$20.00 for this class.	11-12	Develop a portfolio of work as you learn to effectively communicate ideas through the additive processes and composition principles. Along with continued use of materials such as clay, wire, paper, cardboard, and other materials; emphasis will be placed on woodshop skills and techniques.
Portfolio Development Honors <i>54175X0YPD</i>	Adv	Teacher recommendation / Adv2D or Adv3D (a grade of B or higher) and student proposal required. / There is a supply fee of \$20.00 for this class.	12	Create a portfolio that represents your work as an emerging artist. You will document your senior course work and formally present it to both school and post-secondary Arts representatives. Seniors will also present their work at DSA's Senior Thesis Exhibition. An emphasis will be placed on student-directed projects. This is an honors level course. This course will align with the AP curriculum but without submission of the final portfolio. A summer assignment will be required.
AP 2D Studio <i>5A027X0Y</i>	Adv	Placement assessment Adv2D (a grade of B or higher) and teacher recommendation./ There is a supply fee of \$20.00 for this class.	11-12	This course will follow the AP curriculum that includes three categories: breadth, quality and concentration. All projects are designed to provide a college-level experience. All students will be required to assemble and submit their portfolio as the "exam." Work outside of class time will be required, including a summer assignment.
AP 3D Studio <i>5A037X0Y</i>	Adv	Placement assessment, Adv3D (a grade of B or higher) and teacher recommendation. There is a supply fee of \$20.00 for this class.	11-12	This course will follow the AP curriculum that includes three categories: breadth, quality and concentration. All projects are designed to provide a college-level experience. All students will be required to assemble and submit a portfolio as the "exam." Work outside of class time will be required, including a summer assignment.
AP Studio Art/Drawing <i>5A047X0Y</i>	Adv	Placement assessment, Adv2D (a grade of B or higher) and teacher recommendation. There is a supply fee of \$20.00 for this class.	12	Students in this class will pursue drawing, painting, printmaking and other art processes to develop 24-29 works of art which demonstrate strong emphasis on markmaking, strength of drawing from life, developing line quality, value range, and compositions which stress drawing abilities as their consistent underlying structure. An on-going investigation of varied media (breadth), a focus during the second semester on a concentration important to each student, and quality work are included and required for a May submission for judging through AP College Board. The rigorous standards require students to work throughout the entire 2 period class. Summer assignment required.
AP Art History <i>5A007X0Y</i>	Adv		11-12	Students receive an elective credit upon completion of the class. This is an intensive year-long course in which the student can receive college credit at participating universities. AP Art History offers a chronological survey of Western art from the dawn of civilization to the present time. Non-Western art will also be covered. The course gives emphasis on the unique position and role played by the artist and the work of art, its context, and the

				critic. Special attention is given to our interpretation of a work of art based upon its intended use, audience, and role in a particular society. As a survey course, the material is approached as an introduction to the discipline. Two goals of the course are to encourage the student to pursue further study in college as well as become versed in the visual language of art. Summer assignment is required.
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PHOTOGRAPHY STUDIOS

A foundation in the basic skills and concepts of visual arts (Media & Design) is required to begin the Photography sequence.

There is a supply fee of \$50.00 in this class.

Course Name	Level	Prerequisites	Grade	Course Description
Photo I 54612X0YP1	Beg	Media & Design II (a grade of C or higher)	9-12	Using Point and Shoot digital cameras students will concentrate on learning design and composition for a semester. Once basic mastery of these principles is established, the students will move on to using digital SLR's to exercise further image control over their assignments. As they work, students will also learn about PhotoShop using guided lessons to help them manipulate their images effectively.
Photo II 54622X0YP2	Int	Photo I (a grade of C or higher)	10-12	Students will use digital cameras and studio lighting to make more interpretive images that tell stories. With Photo Illustration as their goal, students will also have the opportunity to write their own assignments to customize the curriculum to their interests.
Photo III Honors 54645X0P4	Adv	Photo II (a grade of C or higher), and teacher rec.	11-12	This honors level course is intended for students who want to major or minor in photography in college. It is an intensive year of photography assignments designed to explore storytelling and practical issues associated with presenting photography. Students will focus on portfolio building, cut mats and study photographic history.
AP 2D Studio (Photography Focus) 5A027X0Y	Adv	Photo III (a grade of B or higher) and teacher rec	11-12	This course gives students the freedom to design their own assignments. Based on a portfolio revue young photographers plumb their strengths and weaknesses to discover what they truly need to focus on to make their collection of work its very best. Assignments range from creating color that can only be seen by the camera to working in 3-D with translucent images. Students must prepare to submit a proposal that includes a brief biography, their short and long term goals for the year and a list of 18, well considered, assignment ideas.

***AP Studio Art can be selected by students with teacher approval and audition. Students interested in pursuing this option should work with their teachers during the registration process.**

BAND STUDIOS

Students must provide their own instruments and/or equipment. For assistance in acquiring an instrument, contact one of the directors.

Students new to the program should plan to attend an information session; check the DSA monthly calendar on the website for the date and time

Band students are required to practice and are strongly encouraged to take private lessons.

Course Name	Level	Prerequisites	Grade	Course Description
Beginning Band 52552X0YBB	Beg	None	9-12	Beginning Band is designed for first year band students regardless of grade. The class is comprised of mostly sixth and seventh grade students who wish to begin their band experience and students who wish to learn a second instrument. The focus of this class is to develop basic music literacy, technical skills, and care and maintenance of woodwind and brass instruments. Students who take this class are required to practice and are strongly encouraged to take private lessons. Let one of the band directors know which instrument you wish to study (Flute, Clarinet, Cornet/Trumpet, or Trombone) or if you are not certain which instrument you wish to play, contact one of our band directors for assistance in selecting the best instrument for you.
Beginning Percussion 52552X0YBP	Beg	Successful completion of sixth grade music class and be able to demonstrate basic music literacy. Student must complete audition process.	9	This second year band class is focused on introducing fundamental skills on a variety of percussion instruments, in addition to percussion terminology, notation and rhythmic perception training. Students who take this class are required to practice and are strongly encouraged to take private lessons. You must have a band director recommendation on your registration form along with the course number.

Cadet Band <i>52552X0YIB</i>	Int	Successful completion of Beginning Band and recommendation from current music teacher. Student must complete the audition	9-12	This class designed to advance students from beginning band classes. Cadet band expands the technical and ensemble skills, including extended range, major scales, more complex rhythmic content and expanded concert repertoire. Students who take this class are required to practice and are strongly encouraged to take private lessons.
Concert Band <i>52552X0YCB</i>	Int	Successful completion of Cadet Band or Middle School Wind Ensemble; recommendation of current music teacher and complete the audition process.	9-12	This class is designed to advance students from beginning band classes and Level Two Band expanding technical and ensemble skills including extended range major scales, more complex rhythmic content and expanded concert repertoire. Students who take this class are required to practice and are strongly encouraged to take private lessons.
Symphonic Band <i>52552X0YSB</i>	Int	A minimum of three year's successful participation in band and meets audition requirements	9-12	The Symphonic Band is designed for intermediate/advanced level band students. The focus of the class is to further develop technical and musical skills in regard to tone quality, sight-reading skills, scale development and more complex rhythms. Students who take this class are required to practice and are strongly encouraged to take private lessons. This class explores a variety of band repertoire and gives four to five concerts a year.
Symphonic Band Honors <i>52575X0YSB</i>	Prof	Student Audition and teacher recommendation.	9-12	The Symphonic Band is designed for proficient level band students. The focus of the class is to further develop technical and musical skills in regard to tone quality, sight-reading skills, scale development and more complex rhythms. Students who take class are required to practice and are strongly encouraged to take private lessons. This class explores a variety of band repertoire and gives four to five concerts a year. This class receives honors credit. Honors credit assignments are above and beyond regular classroom assignments. Students who wish to take symphonic band honors must be able to work on their own to complete the extra assignments. Honors requirements will be presented in the course syllabus.
Wind Ensemble Honors <i>52585X0YWE</i>	Adv	Student Audition and teacher recommendation.	9-12	The instrumental music program at the honors level is intended to provide an engaging means of musical, emotional, personal, and social expression. Through the study and analysis of music history, vocabulary, and symbols, this advanced level course exposes students to various musical styles, periods, and cultures and their respective composers. Students in this course have extra requirements on top of their normal Wind Ensemble course expectations. Students at this level will attend eight concerts, write 4 critiques of those concerts, compose an original 16 bar composition, arrange 16 bars of a solo, produce two written reports, perform major and minor scales, perform grade IV - VI music literature, perform a solo in a public venue and provide other services to the band program. These extra requirements are done on a time-line each quarter. Honors-level Wind Ensemble students should ultimately develop their skills and knowledge base so as to become not only musicians, but also independent learners in their own right.
Jazz Stage Band <i>52562X0JS</i>	Int	Successful completion of at least two years music instruction, enrollment in a large concert ensemble for the school year and meet the audition requirements.	9-12	This class is recommended for students that have two or more years of successful participation in band or guitar class. It is not intended to replace participation in a concert band or guitar class, but should supplement those studies for the music student that is interested in this art form. This class introduces students to idiomatically unique aspects of jazz including blues scale form and swing articulation.
Jazz Artistry Workshop Honors <i>52585X0YJ</i>	Adv	All major scales memorized and teacher recommendation. We strongly recommend that students considering this class have at least two years of experience in Jazz Stage Band and complete the audition process.	10-12	Jazz is America's own true indigenous art form. In 1987 the U.S. congress passed a resolution declaring jazz "a rare and valuable national treasure". This course is designed to study jazz music historically and theoretically through analysis and performance.

Advanced Placement Music Theory <i>5A017X0Y</i>	Adv	Teacher recommendation, enrollment in a large concert ensemble for the same school year. Application required	11-12	This course is designated to develop musical skills that will lead to a thorough understanding of music composition and music theory. Students are prepared for and required to take the AP Music Theory exam at the end of the spring semester. Students planning to major in music at the college level are encouraged to take this course. This class is open to juniors and seniors who are thinking of music as a career choice.
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CHORAL MUSIC STUDIOS

ALL High School Chorus students are required to purchase a performance uniform for their after school concerts. The uniform consists of a mandatory gown for women priced at \$70.00-\$75.00 and a mandatory tuxedo priced at \$105.00-\$110.00 for men. Students must provide their own black shoes for this uniform. Solid black dress shoes for men and solid black pumps for women. These shoes must be approved by Mrs. Davis, Mr. Moss & Mr. Nabors.

Course Name	Level	Prerequisites	Grade	Course Description
Concert Chorus <i>52162X0YCC</i>	Beg	ALL Students must complete an Arts Assessment or Entrance Audition with a DSA Chorus Teacher.	9-12	Concert Chorus is DSA's entry-level vocal music course. This group is open to all high school students, regardless of prior singing experience. This class will teach vocal technique, music theory fundamentals, and explore a variety of choral music repertoire. There will be four evening concerts throughout the year in addition to rehearsals and other events after school on select dates. ALL Students must complete an Arts Assessment or Entrance Audition with a DSA Chorus Teacher. Any student new to DSA or to Chorus at DSA must take this class before being eligible for an advanced-level class. Students in the Chorus Pathway must audition for an intermediate or advanced-level Chorus class by the end of their sophomore year.
Bass Ensemble <i>52172X0YBE</i>	Int	Audition with a DSA chorus teacher / Arts Placement Assessment	10-12	Bass Ensemble is open to students with bass clef voices who have successfully completed an audition and a year in Concert Chorus. This class will continue to build on vocal concepts and music theory, while exploring more complicated and varied repertoire. There will be four evening concerts throughout the year in addition to outside of class events.
Treble Ensemble <i>52172X0YTE</i>	Int	Audition with a DSA chorus teacher / Arts Placement Assessment	10-12	Treble Ensemble is open to students with treble voices who have successfully completed an audition and a year in Concert Chorus. This class will continue to build on vocal concepts and music theory, while exploring more complicated and varied repertoire. There will be four evening concerts throughout the year in addition to outside of class events.
Cantabile Honors <i>52185X0YCH</i>	Prof	Audition with a DSA chorus teacher / Arts Placement Assessment	10-12	Cantabile is dedicated to the excellence of superb vocal technique and sophisticated musicianship. Students will gain a detailed understanding of the human voice, choral repertoire, music theory and performance art in its relation to diverse experiences. Students in this course will perform in at least four school chorus concerts a year in addition to appearances at numerous community events and functions. Students receiving Honors credit for Cantabile will complete three tiers of additional study that include a more in-depth exploration of music reading and analysis, the participation in advanced performance opportunities outside of the class period, and engagement in community and state-wide arts performances as a critical and thoughtful audience member. Cantabile is open to students with treble voices who have successfully completed an audition and a year in Concert Chorus.
Chamber Ensemble Honors <i>52195X0YCE</i>	Adv	Audition with a DSA chorus teacher / Arts Placement Assessment	10-12	Chamber Ensemble is dedicated to the excellence of superb vocal technique and sophisticated musicianship. Students will gain a detailed understanding of the human voice, choral repertoire, music theory and performance art in its relation to diverse experiences. Students in this course will perform in at least four school chorus concerts a year in addition to appearances at numerous community events and functions. Students receiving Honors credit for Chamber Ensemble will complete three tiers of additional study that include a more in-depth exploration of music reading and analysis, the participation in advanced performance opportunities outside of the class period, and engagement in community and state-wide arts performances as a critical and thoughtful audience member. Chamber Ensemble is open to students who have successfully completed an audition and a year in Concert Chorus.
<i>See Band for AP Music Theory Course</i>				

GUITAR STUDIOS

Students must furnish their own guitar to practice at home.

Nylon string classical guitars are used in class.

Classroom guitar are available for usage for a \$40/year fee.

Music Book purchases require at approximately \$15 to \$20 each. Students are required to practice outside of class.

Course Name	Level	Prerequisites	Grade	Course Description
Introduction to Guitar <i>52162X0YIG</i>	Beg	Students are required to purchase textbooks that range from \$12.00 to \$20.00. Students must provide their own guitar. To enroll in this class students must have successfully completed a music class and have the ability to read music.	9	Learn the basic skills of classical guitar playing: basic chords, note reading, melodic playing, accompaniment playing, finger-style technique, care and maintenance of the instrument. Practice outside of class is required.
Guitar Fundamentals <i>52172X0YGF</i>	Int	Must have successfully passed Intro to Guitar. Students are required to purchase textbook that range from \$15.00 to \$20.00. Students must provide their own guitar. See instructor if you have other guitar experience for a recommendation.	9-12	This class is open to students that demonstrate musical ability beyond the intro level. Students will learn the fundamentals of playing guitar as a melodic instrument as well as an accompaniment instrument in an ensemble. Students will mostly work on finger-style technique, but strumming and using a pick will also be introduced.
Guitar Styles <i>52172X0YGS</i>	Int	Must have successfully passed Guitar Fundamentals. Students are required to purchase textbooks that range from \$15.00 to \$20.00. Students must provide their own guitar. If you have not had Guitar Fundamentals see the instructor for a recommendation.	9-12	Expand your guitar repertory and refine your technique to include reading music in the upper positions, more complex rhythms, major and minor scales, and improvisation.
Guitar Ensemble <i>52185X0YGE</i>	Adv	Guitar Styles. : Students must provide their own guitar. Teacher recommendation required	9-12	You will develop a personal portfolio of solos and ensemble pieces as you learn about music of different styles and eras.
Advanced Guitar <i>52185X0YAG</i>	Adv	Teacher Recommendation. Students must provide their own guitar.	9-12	Students will continue to develop and refine personal portfolios of solos and ensemble pieces; students should be committed to performing beyond required school performances.
<i>See Band for AP Music Theory Course</i>				

PIANO STUDIOS

*Piano students study in DSA's electronic piano lab. Concert Attendance: All High School Piano students are required to attend a certain amount of piano recitals and concerts, and write critiques of them if required. **Please note, students will be responsible for purchasing their own individual piano book for \$12 to \$15 and any individual solo piano literature they wish to keep.***

Course Name	Level	Prerequisites	Grade	Course Description
Piano Lab 1 52162X0YPI	Beg	Basic piano skills and ability to read music.	9-12	This course is designed for 9th grade students who have had prior successful musical experience in piano in middle school. The class focuses attention on piano literature, technique and music theory. Focus is placed on more advanced theory: key signatures, circle of fifths, triads and seventh chords and inversions, and ear training. Focus is placed on careful, clean pedaling, developing fluency, articulation, sight-reading, balance between melody and harmony and accurate interpretation of expression marks. Students play scales of three octaves in sixteenth notes at mm 90, and four octave arpeggios. Literature by composers such as Kabalevsky, Bartok, Kuhlau, Clementi and others is studied and performed. Artistic interpretation is stressed. Sight-reading level two materials and forty-five minutes daily of outside practice is expected.
Piano Lab 2 52172X0YP2	Int	Successful completion of Piano Lab 1; recommendation of current music teacher and complete the audition process.	9-12	Students work on various pieces by Beethoven, Mozart, Schumann, Scarlatti, Chopin and other masters. At this level all instruction and repertoire are individualized with the teacher helping them select their pieces. They are expected to perform at a public school recital at least once a year. All performances are memorized. Scales and arpeggios are four octaves each. Sight-reading level two materials and forty-five minutes daily of outside practice is expected.
Piano Lab 3 52172X0YPS	Prof	Successful completion of Piano Lab 2; recommendation of current music teacher and complete the audition process.	10-12	Students continue to develop their knowledge of piano literature by learning various sonatas, Chopin preludes, waltzes and mazurkas, works by Beethoven, Mozart, Schumann, Scarlatti and other masters. At this level all instruction and repertoire are individualized, and students have a hand in choosing their pieces. They are expected to perform at a public school recital at least once each semester. All performances are memorized. Scales and arpeggios are four octaves each. Sight-reading level three materials and one hour daily of outside practice is expected.
Piano Lab 4 Honors 52195X0YP4	Prof	Successful completion of Piano Lab 3; recommendation of current music teacher and complete the audition process.	10-12	This course is rigorous and requires advanced technical and interpretive skills. Students must play pieces in key signatures containing numerous flats and sharps, complex rhythms, unusual meters, and subtle dynamics. Repertoire represents different styles, cultures and musical periods. They must also be able to play major and minor scales at 100-140 mm and all major, minor, diminished 7th, dominant 7th and augmented arpeggios. They are expected to perform a minimum of two times a semester, and prepare a paper on one or more composers. Students at honors levels three and four may also accompany other instrumentalists or singers, choral ensembles, play in chamber music ensembles, play in the pit orchestra for one of the yearly musicals or play in one of the jazz bands. Sight-reading level four materials and one and a half hours daily of outside practice is expected.
Piano Lab 5 Honors	Adv	Successful completion of	11-12	This course is rigorous and requires advanced technical and interpretive skills. Students continue to play pieces in

52195X0YP5		Piano Lab 4; recommendation of current music teacher and complete the audition process.		key signatures containing numerous flats and sharps, complex rhythms, unusual meters, and subtle dynamics. Repertoire represents different styles, cultures and musical periods. Students learn to play in a number of styles including blues, rock, Broadway, Gospel, rag-time and jazz. The skills that are acquired are playing by ear, “comping”, writing dictation, reading a chord chart, reading a lead sheet, sight-reading popular sheet music and improvising in various styles. Students learn 7th, 9th 11th and 13th chords in all keys, chord inversions, blues, jazz and modal scales. Students at honors level four may also accompany other instrumentalists or singers, choral ensembles, play in chamber music ensembles, play in the pit orchestra for one of the yearly musicals or play in one of the jazz bands. These students are also expected to perform a minimum of two times a semester, and prepare a paper on one or more composers. Sight-reading level four materials and one and a half hours daily of outside practice is expected.
Piano Lab 6 Honors 52195X0YIS	Adv	Teacher approval only	12	This course is rigorous, requires advanced technical and interpretive skills and is designed for individual musicians who are very self-directed and can complete assignments on their own. Students at this advanced level learn a complete recital repertoire involving pieces of great length and difficulty such as Liszt etudes, Barber and Chopin sonatas and full concertos. Most students at this level enter (and often win) local, state and national competitions. Besides performing a recital, these students perform often at DSA (minimum of twice a semester) and also for outside concert venues. Students at this level may also accompany other instrumentalists or singers, choral ensembles, play in chamber music ensembles, play in the pit orchestra for one of the yearly musicals or play in one of the jazz bands. Sight-reading level five materials and two hours daily of outside practice is expected.
<i>See Band for AP Music Theory Course</i>				

String Orchestra Studio

Students must provide their own instruments. For assistance in acquiring an instrument, contact Mrs. Crafford. Students new to the program should plan to attend an information session; check the DSA master calendar for the date and time of this meeting. Orchestra students are required to practice and are strongly encouraged to take private lessons.

Course Name	Level	Prerequisite	Grade	Course Description
String Fundamentals I 52162X0YSF	Beg	None	9	String Fundamentals I is designed for the first year orchestra student regardless of grade. This class is comprised of mostly sixth and seventh grade students who wish to begin their orchestra experience and students who wish to learn a second instrument. The focus of this class is to develop basic music literacy, technical skills, and the care and maintenance of a string instrument. Students who take this class are required to practice and are strongly encouraged to take private lessons. Write the name of the instrument you wish to study (Violin, Viola, Cello or Bass) on your registration form along with the course number. If you are not certain which instrument you wish to play, contact Mrs. Crafford Orchestra Director for assistance in selecting the best

				instrument for you.
String Development 52402X0YSD	Beg	1 year of previous study on same instrument or director's approval	9-12	String Development is designed for the orchestra student with one year of playing, regardless of grade. This class is comprised of mostly Sixth thru twelfth grade students who wish to begin their orchestra experience and students who wish to learn a second instrument. The focus of this class is to develop basic music literacy, technical skills, and the care and maintenance of a string instrument. Students who take this class are required to practice and are strongly encouraged to take private lessons.
String Technique 52162X0YST	Int	Successful completion of String Fundamentals &/or String Development and be able to demonstrate basic music literacy. Student must meet audition requirement	9-12	This class is designed to move students from String Development to learning expanded technical skills and extended range on instrument. Students will learn more complex rhythms and expanded concert repertoire. Students who take this class are required to practice and are strongly encouraged to take private lessons. During the second semester, all students will participate in an audition to be used for ensemble placement for the following school year.
String Ensemble 52112X0YSE	Int	Successful completion of level two orchestra and meets audition requirements	9-12	The String Ensemble is designed for Intermediate level orchestra students. The focus of this class is to further develop technical and musical skills in regard to tone quality, sight reading skills, scale development and more complex rhythms. Students who take this class are required to practice and are strongly encouraged to take private lessons. Students must meet the audition requirements to be considered for this course.
String Philharmonic 52172X0YPH	Int./ Adv	Successful completion of level two orchestra at an advanced level and meets audition requirements	9-12	The String Philharmonic is designed for Intermediate advanced level orchestra students. The focus of the class is to further develop technical and musical skills in regard to tone quality, sight-reading skills, scale development and more complex rhythms. Students who take class are required to practice and are strongly encouraged to take private lessons. This class explores a variety of orchestra repertoire and gives four to five concerts a year. Students must meet the audition requirements at an advanced level to be considered for this course.
String Orchestra 52172X0YSO	Adv. Int.	A minimum of three years of successful participation in orchestra and meets the audition requirements	9-12	The String Orchestra is designed for the intermediate/advanced level orchestra student. The focus of the class is to further develop technical and musical skills in regard to tone quality, sight-reading skills, scale development and more complex rhythms. Students who take this class are required to practice and are strongly encouraged to take private lessons. Students must meet the audition requirements to be considered for this course.
Honors String Orchestra 52185X0YSO	Prof	Audition and Teacher recommendation	10 - 12	The String Orchestra is designed for the proficient level orchestra student. The focus of the class is to further develop technical and musical skills in regard to tone quality, sight-reading skills, scale development and more complex rhythms. This class receives Honors credit. Honors credit assignments are above and beyond regular classroom assignments. Students who wish to take honors must be able to work on their own to complete the extra assignments. Students who take this class are required to practice and are strongly encouraged to take private lessons. Students must meet the audition requirements to be considered for this course.
Honors Chamber Orchestra 52425X0YCO	Adv	Audition and Teacher recommendation	10 - 12	The Orchestra program at the highest level is intended to provide an engaging means of musical, emotional, personal and social expression. Through the study of music, students will perform music from a wide range of genres. Students must be able to work on their own to complete assignments. Students who take this class are required to practice and are strongly encouraged to take private lessons. Students must meet the audition requirements to be considered for this course.
See Band for AP Music Theory Course				

DANCE STUDIOS

Dance technique from a variety of genres is the primary focus of DSA's dance program. Students take daily classes that include technique, composition, improvisation, performance, dance history, dance criticism, and functional anatomy and quizzes / tests on dance vocabulary. Dance concerts throughout the year give students opportunities to perform both faculty and student choreography. After 6th grade, all students are placed by faculty recommendation to maximize their physical and artistic development. Students are advanced within the program when they have mastered skills outlined in the NC Essential Standards, thereby demonstrating potential to work successfully at the next level. The goal of DSA Dance is to foster each student's creativity and to provide opportunities for all students to develop advanced technical skills in various dance genres. Appropriate dancewear is required daily in all classes. Students will dance in bare feet, jazz and ballet shoes. Students in all dance classes are required to perform at least once a semester in evening concerts. All black dancewear is required for these performances; stage make up and hair styled away from the performers' face. All dance students will be required to pay a \$20.00 performance fee per semester. Appropriate dancewear is required daily in all classes.

Course Name	Level	Prerequisite	Grade	Course Description
Dance Fundamentals 51252X0YDF	Beg	Teacher recommendation	9-10	Students will use appropriate behaviors and etiquette while observing, creating and performing dance. Students will work collaboratively to generate abstracted movement and create short dance sequences. Students will use whole body movements, strength, flexibility, endurance and proper alignment to execute technical skills. Students will explain elements of movement and choreographic structures and identify how other arts disciplines are integrated into dance creation and performance.
Advanced Dance Fundamentals 51252X0YAD	Beg-Int	Teacher recommendation	9-12	Students will use appropriate behaviors and etiquette in class and begin to integrate the use of clarity, concentration, focus and projection into their daily practice. Students will work collaboratively and individually to create dances that use simple choreographic forms and musical forms for organizational structure. Students will execute technical skills with a greater attention to the elements of time, space, weight and flow. Students will explain the elements of dance and choreographic forms in a variety of disciplines. Students will use dance to explore concepts in other disciplines.
Dance Ensemble 51262X0YDE	Int	Teacher recommendation	9-12	Students will consistently use appropriate behaviors and etiquette as dancers, performers, choreographers and observers. Students will use performance values of clarity, concentration, focus and projection while dancing. Students will create dances that use a variety of forms and generate aesthetic criteria for evaluating dance. Students will use anatomical concepts to improve their technical skills and compare movement qualities. Students will explain choreographers' visions and intent in the creative process.
Dance Collective 51262X0YD	Int/Proficient	Audition, Teacher recommendation	9-12	Students will consistently use and distinguish appropriate behaviors and etiquette for self and others in a variety of dance roles. Students will use and monitor performance values of clarity, concentration focus and projection while dancing. Students will create dances that use a variety of forms and generate aesthetic criteria for evaluating dance. Students will understand how body organization and articulation of movement supports the development of dance technique. Students will explain choreographers' visions and intent in the creative process.
Honors Dance Collective 51275X0YDC	Proficient -Honors credit	Audition, Application, Teacher recommendation	9-12	Students will distinguish appropriate behaviors and etiquette for self and others in a variety of dance roles. Students will use a defined creative process to plan, create, revise and present dance. Students will monitor the use of performance values while dancing alone and with others. Students will understand how body organization and articulation of movement supports the development of dance technique. Students will analyze how major movement ideas, elements and structures are developed to create meaning. Students will understand the role of dance in history and interpret a variety of dances.
Honors Dance Company 51285X0YCD	Adv -Honors credit	Audition, Application, Teacher recommendation	10-12	Students will monitor appropriate behaviors and etiquette at all times to maintain a productive and supportive environment. Students will create dances using appropriate movement choices and structures to fulfill choreographic intent and meet aesthetic criteria. Students will generate innovative solutions to movement problems in their own choreography and the choreography of others. Students will use dynamic alignment, articulation and aesthetic criteria to refine technical skills. Students will critique dance in terms of multiple aesthetic and cultural criteria. Students will differentiate the dance styles of significant 20 th and 21 st century choreographers. Students will identify skills and qualities leading to success in the dance field and use these skills to develop a personal portfolio.

THEATRE STUDIOS

Students pursuing a theatre pathway are expected to be involved in school productions, both as audience members and as behind/ in front of the scenes participants.

Course Name	Level	Prerequisite	Grade	Course Description
Theatre Fundamentals <i>53612X0YTF</i>	Beg	Audition Placement/Arts Assessment. There is a \$15.00 materials fee for this course.	9-12	(Theater Pathway Starter Course) An exploratory class in performance and technical theatre for students who are beginning a theatre concentration or interested in all aspects of theatre arts. Students will read plays and perform as well as explore working behind-the-scenes. This includes the major elements required to bring a play from page to stage: set design, lighting, sound, costumes, props and make-up.
Theatre Ensemble <i>53612X0YTE</i>	Beg	Audition Placement/Arts Assessment. Students	9-12	This beginning high school class is designed for students who are pursuing a concentration in theatre performance. Through closer examination of how actors prepare and perform, students will develop further skills in voice and diction, character development, script analysis, and independent play reading.
Theatre Lab <i>53622X0YTL</i>	Int	Theatre Ensemble / Audition Placement/Arts Assessment.	10-12	This year-long, intermediate-level class, designed for students with a year of experience or more, promotes enjoyment and appreciation for all aspects of theatre through opportunities to build significantly on existing skills. Classwork focuses on characterization, and playwriting; while improvisation, creative dramatics, and scene work are used to help students challenge and strengthen their acting skills and explore the technical aspect of scene work. THEATRE LAB provides opportunities for students to strengthen skills in critical listening and thinking, as well as stage presence, ensemble work, and aesthetic response through understanding of the organizational structures and historical and cultural influences on theatre and its literature. Students develop group and self-assessment skills, problem-solving skills; the ability to connect the literature being studied to a variety of cultures, history, and other content areas; and 21st-century skills in such areas as time management, critical analysis, leadership, and collaboration to help them be successful theatre concentration students at DSA and beyond. This class gives a public performance at the end of each quarter.
Theatre Studio I <i>53622X0YTS</i>	Int	Theatre Ensemble / Audition Placement/Arts Assessment.	10-12	In this course, students explore their continued development as actors. This is a rotational course. During even years, this class learns Dialects and Accents through the International Phonetic Alphabet and Musical Theatre. During the odd years, students learn Theatrical craft through theatre history. Students are expected to collaborate with their classmates in ambitious performances and participate in mainstage auditions and class performances at DSA. Students will maintain a portfolio of their work and related activities.
Theatre Studio II Honors <i>53635X0YS2</i>	Adv	Theatre Lab or High School Theatre Studio I or II / Audition Placement/Arts Assessment.	11-12	This audition-only course is designed with the most dedicated of theatre artists in mind. Students who wish to pursue professional study in acting, directing, and playwriting as well as those seeking the utmost challenge as performers and individuals are challenged to take a leadership role within High School Theatre Studio. Students are expected to participate in main stage auditions and to develop a professional quality audition repertoire. Students are also expected to prepare something for the North Carolina Thespian Conference. Students will maintain a portfolio of their work and related activities. During this class, students will study Meisner technique and apply it to scenes/one-acts. Students will focus on listening and responding and truthful expression of their work.
TECHNICAL THEATRE STUDIOS design and build sets, create a lighting plot, and operate lighting and sound equipment				
Course Name	Level	Prerequisite	Grade	Course Description
Theatre Fundamentals <i>53612X0YTF</i>	Beg	Audition Placement/Arts Assessment. There is a \$15.00 materials fee for this course.	9-12	(Theater Pathway Starter Course) An exploratory class in performance and technical theatre for students who are beginning a theatre concentration or interested in all aspects of theatre arts. Students will read plays and perform as well as explore working behind-the-scenes. This includes the major elements required to bring a play from page to stage: set design, lighting, sound, costumes, props and make-up.

Introduction to Technical Theatre I <i>53612X0YIT</i>	Int	Theatre Fundamentals/Audition Placement/Arts Assessment. Safety and dress code requirements. There is a \$20 Materials Fee for this course.	9-12	Introduces theatre students to theatrical production elements: Stage safety, set design, lighting design, costume design, sound design, makeup design, publicity, and production staff. The work is a hands-on, lab learning experience. Students are highly encouraged to apply practical knowledge by participating as a design assistant and/or crew member for Troupe 5765, MainStage productions, at DSA.
Advanced Technical Theatre Studio <i>53622X0ATT</i>	Adv	Theatre Fundamentals/Audition Placement/Technical Theater I/Arts Assessment. Safety and dress code requirements. There is a \$25 Materials Fee for this course.	10-12	Course expands on the knowledge gained in Technical Theatre I and focuses on special projects in Design and Technology to hone the skills of the students before they get directly involved in productions in D&P. This course will have design elements in Set, Light, costume, sound, and props. Students will experience what the various production teams deal with as a Master electrician, or Technical Director, costume manager or scenic artist. Students are highly encouraged to apply practical knowledge by participating as a design assistant and/or crew member for Troupe 5765, Main Stage productions, at DSA.
Theatrical Design & Production I <i>53635X0YTD</i>	Adv	Intro to Technical Theatre I / Audition Placement/Arts Assessment. / Safety, dress code, out of class crew requirements. Students will be required to provide work gloves, safety glasses, and a 25' measuring tape.	10-12	An advanced course for those theatre students who wish to continue study of production and take on the added responsibility of serving as designers and crew chiefs for main stage and class performances at DSA. This class requires independent work in and outside the classroom in order to execute designs and create a professional portfolio of work.

DIGITAL ARTS STUDIOS

Career & Tech Education

Important information about the Digital Media and Game Design concentrations:

- Beginner classes are open to any high school student at DSA
- All classwork and homework is computer-based

DIGITAL MEDIA

Course Name	Level	Prerequisites	Grade	Course Description
Adobe Visual Design <i>II312X0Y</i>	Beg	Assessment required for all students	9-12	This course is a project-based course that develops art and communication skills in print and graphic design using Adobe tools. Students will leave this course with an in-depth and diverse graphic design portfolio.
Advanced Digital Media <i>IA322X0Y</i>	Int	Digital Media	10-12	This intermediate digital art course is a continuation of the skills learned in Digital Media. Students learn intermediate skills in video, audio, graphic design, animation and web design using Adobe Creative Cloud. Last year offered – only open to students who have previously completed Digital Media.
Adobe Video Design <i>II332X0Y</i>	Adv	Adobe Visual Design	10-12	This course is a project-based course that develops art and communication skills in video production using Adobe tools. Students will leave this course with an in-depth and diverse video production portfolio.
Adobe Digital Design <i>II310X0Y</i>	Int	Adobe Video Design	10-12	This course is a project-based course that develops career and communication skills in web design using Adobe tools. This course is aligned to Adobe Dreamweaver certification.

CTE Advanced Study <i>CS952X0Y</i>	Adv	3 digital media concentration studios & teacher recommendation	12	This advanced studio course allows the student to delve deeper into one aspect from their previous Digital Media courses. Students explore a topic independently culminating in a research paper, creating a product, developing a portfolio and delivering a presentation.
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GAME DESIGN

Digital Design & Animation <i>TS242X0Y</i>	Beg	Assessment required for all students	9-12	DDA is an introductory level course focusing on the tools used by digital artists in the Game Industry. Students work with digital graphics and audio/video using the Adobe CC Suite, and 3D modeling with 3ds Max to build their skillset for later classes.
Digital Design & Animation II <i>TS252X0Y</i>	Int	Digital Design & Animation or Adobe Visual Design	10-12	DDA-II advances the student's knowledge of 3D modeling techniques using 3ds Max. Students explore several ways to create digital models, add materials/textures, rigging and animation techniques. Students have the opportunity to earn industry certification as an Autodesk 3ds Max Certified User.
Honors Game Art & Design <i>TS315X0Y</i>	Int	Digital Design & Animation II	11-12	GAD focuses on the tools and techniques familiar to individuals employed in the game industry. Students learn how to create both tabletop (card and board) and 2D video games using the Unity Game Engine. Earlier skills in digital graphics using the Adobe CC Suite and 3ds Max are expanded on in ways directly relevant to designing games.
Advanced Game Design <i>TS322X0YG2</i>	Adv	Game Art & Design	12	AGAD builds on the student's knowledge of game industry tools and techniques focusing on 3D video games using the Unity Game Engine. Students in AGAD may have the opportunity to attend the East Coast Game Conference in early Spring.

FILM

Course Name	Level	Prerequisites	Grade	Course Description
Digital Media <i>IA312X0Y</i>	Beg	Assessment required for all students.	9-12	This beginning digital art course is for students interested in pursuing a career in digital media production. Students will learn video, audio, graphic design, animation and web design using Adobe Creative Cloud. Last year as prerequisite
Advanced Digital Media <i>IA322X0Y</i>	Int	Digital Media	10-12	This intermediate digital art course is a continuation of the skills learned in Digital Media. Students learn intermediate skills in video, audio, graphic design, animation and web design using Adobe Creative Cloud. Last year as prerequisite
Adobe Visual Design <i>II312X0Y</i>	Beg	Assessment required for all students	9-12	This course is a project-based course that develops art and communication skills in print and graphic design using Adobe tools. Students will leave this course with an in-depth and diverse graphic design portfolio.
Adobe Video Design <i>II332X0Y</i>	Int	Adobe Visual Design	10-12	This course is a project-based course that develops art and communication skills in video production using Adobe tools. Students will leave this course with an in-depth and diverse video production portfolio.
Film I <i>10252X0YF</i>	Int	Advanced Digital Media	11-12	In Film I, students will build upon skills learned in Adobe Visual Design and Adobe Video Design. Students will also spend significant time watching and analyzing contemporary and classic films as well as learning to write and format scripts for short projects. Throughout the year students will spend time in the following roles: cinematographer, location recorder, producer, writer and editor. Film I will often include group work to accomplish the class goals.
Film II <i>10255X0YF2</i>	Adv	Film I	12	The goals of Film II are the production of 10-20 minute films that showcase the skills learned throughout the pathway. Students will be responsible for all stages from idea to distribution whether it is submission to a festival, digital distribution or a formal showing.

WRITING

Course Name	Level	Prerequisites	Grade	Course Description
Creative Writing I <i>10252X0WL</i>	Beg	This is starter course for the Writing Pathway. Application approval by instructor.	9-12	Find your own literary voice! In this class, students will develop skills for writing in a variety of genres such as memoir, short story, poetry, storytelling, playwriting, and creative non-fiction; you will write across many genres to improve your overall writing skills. Revision is a major component of the writing process; students must be willing to revise their work. You should already love writing and be okay with writing for a full 45 minutes to take this course!
Creative Writing II <i>10252X0YW2</i>	Int	Application approval by instructor AND successful completion of Creative Writing I.	10-12	Develop your literary voice. In this class, students will continue to develop writing skills for writing in a variety of genres such as memoir, short story, poetry, storytelling, playwriting, and creative non-fiction. Revision is a major component of the writing process; all students must be willing to share and revise their work. An ability to work independently and a willingness to submit work to writing contests is also required.
Honors Creative Writing III & Honors Creative Writing IV <i>10255X0YW3 & 10255X0YW4</i>	Adv	Application approval by instructor AND successful completion of Creative Writing II.	11-12	Students will build on an already existing body of work, focusing on craft and technique. Students will work to develop their own long-term writing projects, so the ability to work independently is a must. All students must be willing to share and revise their work. Students in this course must complete a summer assignment. Graduating seniors in the Writing Pathway must fulfill a completer requirement.
Newspaper Journalism <i>10312X0YNJ</i>	1-Beg 2-Int 3-Adv	Teacher approval of application. Must have at least a C average in previous year's English/Language Arts class.	9-12	Students who wish to join the newsmagazine, <i>The Gallery</i> , must enjoy writing, interviewing, and investigating issues relevant to DSA students. Some knowledge of desktop publishing and layout is needed. Students will publish features, editorials, reviews, photos and illustrations. To register for this course, you must submit a Newspaper application form to Mr. Ritchie for his signature & approval.
Newspaper Journalism Honors <i>10325X0YNJ</i>	Adv	Teacher approval of application. Must have at least a C average in previous year's English/Language Arts class.	11-12	Students who wish to join the newsmagazine, <i>The Gallery</i> , must enjoy writing, interviewing, and investigating issues relevant to DSA students. Some knowledge of desktop publishing and layout is needed. Students will publish features, editorials, reviews, photos and illustrations. Students in this course must be willing to take on leadership roles in the development of the newsmagazine.

YEARBOOK

Yearbook Journalism <i>10312X0YJY</i>	1-Beg 2-Int 3-Adv	Teacher approval of application. Must have at least an C average in previous year's English/Language Arts class.	9-12	Students work to create a historical document depicting the current year at DSA. Classwork involves interviewing, writing, editing, photography, graphic design and layout. Students will be expected to spend time working outside of class to complete assignments, including attendance at evening events.. To register for this course, you must submit a Yearbook Application to Mr. Crutchfield for his approval, including a recommendation from your current English/Language Arts teacher.
Yearbook Journalism Honors <i>10325X0YY4</i>	3-Adv	Must have taken and passed Yearbook Journalism in previous year. Teacher approval of application.	9-12	Students work to create a historical document depicting the current year at DSA. Classwork involves interviewing, writing, editing, photography, graphic design and layout. Students will be expected to spend time working outside of class to complete assignments, assignments, including attendance at evening events.. Honors students are required to take a leadership position in the class.

WORLD LANGUAGES

*To graduate with the College/ University Prep Diploma, two years in the same language for **High School credit** are required.*

Course Name	Level	Prerequisites	Grade	Course Description
Spanish I <i>11412X0Y</i>	Beg	Rising 9th grade : 90 or higher in Language Arts (if space limited priority given to students with A in LA) Rising 10th – 12th grades: B or higher in Language Arts	9-12	Students learn basic vocabulary, grammar, and pronunciation. The World Languages department recommends students entering these courses have strong reading and writing skills. Daily study is a must.
French I <i>11012X0Y</i>	Beg	Rising 9 th grade : 90 or higher in Language Arts (if space limited priority given to students with A in LA) Rising 10 th – 12 th grades: B or higher in Language Arts	9-12	
Spanish Heritage I <i>11492X0YSH</i>	Int	Oral proficiency in Spanish whether student is a native or heritage speaker. Some basic grammar knowledge is required. The student will take a placement test to assess oral proficiency and basic grammar knowledge. Based on placement test results, the student could be placed in Spanish I, Spanish II, Spanish for Heritage Speakers I or Spanish for Heritage Speakers II.	9-12	This course is designed specifically for native/heritage speakers of Spanish who already speak the language fluently. The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in Spanish by providing them the opportunity to listen, speak, read, and write in a variety of contexts with emphasis in writing. The course will allow students to explore the cultures of the Hispanic world including their own and it will enable students to gain a better understanding of the nature of their own language as well as other languages to be acquired.
Hn Spanish Heritage II <i>11505X0YS2</i>	Prof	Spanish for Native Speakers I – Must have at least an “85” in their level I course. (*Note: Spanish for Heritage Speakers II is an honors level class and requires a firm foundation in writing, grammar, speaking, and reading. The student will need to show that they have had formal education in the Spanish language in order to be directly placed into this class.)	9-12	This course is designed specifically for native/heritage speakers of Spanish who already have a solid level of oral language proficiency, and are able to communicate in the target language and easily understand any type of conversation. Students must have a strong knowledge of basic grammar, structure and verb tenses and conjugations. The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in Spanish and prepare for AP Spanish 5. The course will allow students to explore the cultures of the Hispanic world including their own and it will enable students to gain a better understanding of the nature of their own language as well as other languages to be acquired.
Spanish II <i>11422X0Y</i>	Int	French or Spanish I	9-12	Continues the work begun in Level I, with further emphasis on speaking, reading, and writing as well as extensive study of verb conjugations and grammar.
French II <i>11022X0Y</i>		*rising 9 th : repeat level I for HS credit if earning < B		

Hn Spanish III <i>11435X0Y</i>	Adv	Completed Spanish II with an 85 or higher / teacher recommendation	9-12	Continues Level II work on a more rigorous level with an emphasis on written and spoken language.
Hn French III <i>11035X0Y</i>		Completed French II with an 85 or higher / teacher recommendation	9-12	
Hn Spanish IV <i>11445X0Y</i>	Adv	Completed French or Spanish III with an 85 or higher / teacher recommendation	10-12	Become fluent with speaking, reading, and writing through literature and in-depth projects.
Hn French IV <i>11045X0Y</i>				
AP Spanish Language and culture V <i>1A087X0Y</i>	AP	French or Spanish IV; teacher recommendation and an 88 or higher in level 4	11-12	This college level course is intended for students who wish to develop proficiency in all four language skills: listening, speaking, reading, and writing. It follows the six themes and essential questions defined by the College Board curriculum
AP French Language and culture V <i>1A037X0Y</i>			11-12	
AP Spanish Lit VI <i>1A097X0Y</i>	AP	Spanish V; teacher recommendation and an 88 or higher in level 4	12	Students study a variety of literary genres from different eras. They prepare literary analyses of works in both oral and written form.

PHYSICAL EDUCATION/HEALTHFUL LIVING

Course Name	Level	Prerequisites	Grade	Course Description
Health/ P E <i>60492X0</i>	Beg	None Uniform required	9-12	This course combines the high school health and physical education curricula. It is required for graduation .

ACADEMIC ALTERNATIVES and SUPPORT

Course Name	Prerequisites	Grade	Course Description
Remediation and Support: Students may be assigned into a remediation/ support class based on academic performance in classes and on state tests. Such classes will replace an elective choice.			
ESL	Students may be assigned into an ESL class based on academic performance in classes and on state tests. Such classes may consist of English inclusion or sheltered English, or may replace an elective choice.		
Independent Study Fine Arts English Math Science History	Adv Proposal and permission from the instructor and approval by DSA's Department Chair Committee and Principal	12	If you have successfully completed the most advanced course DSA offers in an arts or academic area, you may request an Independent Study. Based on your proposal and your readiness for independent study, you <u>may</u> be approved for this course. You must attach a completed Independent Study Contract, including the signature of the sponsoring teacher, to your registration form to be considered. Your proposal will be provided to Faculty Council for approval. Independent study courses are <u>not</u> weighted.
Library Media Assistants <i>96102X0M</i>	Application approval from the Media Coordinator	9 - 12	Students are expected to master the competencies outlined in the curriculum standards approved by the State Board of Education for the Student Library Media Assistants Program. Among other skills, students will demonstrate a working knowledge of the

			<p>media center's organization and collections will learn to select and use materials and equipment for specific purposes, will design and/or produce instructional materials. Students will demonstrate an understanding of computers, digital media and other innovative technologies and their application to solving relevant problems. Students provide support for users of the media center and its technologies.</p>
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